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THE EFFECTS OF READING BOOKS ABOUT
WAR ON THE ATTITUDES OF
FIFTH GRADE STUDENTS TOWARD WAR

A THESIS
PRESENTED TO THE
DEPARTMENT OF TEACHER EDUCATION
AND THE
FACULTY OF THE GRADUATE COLLEGE
UNIVERSITY OF NEBRASKA

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF ARTS
UNIVERSITY OF NEBRASKA AT OMAHA

BY
LETITIA A. GREEN
SEPTEMBER, 1994

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THESIS ACCEPTANCE

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of Nebraska, in partial fulfillment of the requirements for the degree
Master of Arts, University of Nebraska at Omaha.

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ABSTRACT

**THE EFFECTS OF READING BOOKS ABOUT WAR ON THE
ATTITUDES OF FIFTH GRADE STUDENTS TOWARD WAR**

The purpose of this study is to determine the effect of reading books that deal with the topic of war on the attitudes of children toward war. At the beginning of the nine week study an attitudinal survey was administered to two groups of fifth grade students as a pretest. Twenty-six students participated in the study. Students in the experimental group then independently read at least two books that dealt with war and listened to nine other war stories. The students kept a journal to record their thoughts and feelings about war and the literature they read and heard. At the end of the study both groups took the attitudinal survey again. Results of the surveys are compared using mean scores, an analysis of variance, and analysis of covariance. The analysis of variance reveal significant differences between the groups on the posttest. This finding is supported by statements from student journals.

ACKNOWLEDGMENTS

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CHAPTER ONE

THE PROBLEM

INTRODUCTION

Modern children are assaulted with violence from all sides. Television dramas, video games, toys, even cartoons and comic books supposedly created for children contain violence. By graduation the average high school student has seen 18,000 murders in 22,000 hours of television viewing ("What Entertainers," 1985).

Frost (1986) cites a variety of studies from the American Medical Association, American Psychiatric Association, National Parent-Teachers Association, the U.S. Surgeon General and the National Institute of Mental Health that have all found that viewing television violence increases violence in children. Research from these studies points out that the most common effects of viewing television violence include increased verbal aggression, increased fear and anxiety, and a desensitization toward violence (National Coalition on Television Violence, 1983). The research also suggests that movie and television violence increases militarism and support for authoritarian rather than democratic forms of government (NCTV, 1983).

Another source of violence in children's lives comes from their toys. Where playing war once meant dividing the neighborhood children into two

armies and skirmishing around the block with cries of "Bang! I got you!" it has now become a billion dollar business complete with heroes (whether they're called GI Joe, Transformers, X-Men, or Masters of the Universe) and their evil counterparts, exotic weaponry and political messages. Fighting is glamorized and the enemy dehumanized and no solution is ever considered other than fighting (Carlsson-Paige & Levin, 1990). Playing with war toys also increases aggressive behavior in children and "provides them with opportunities to rehearse, learn and legitimize violent behavior" (Frost, 1986). Interactive television games and video games allow children to practice mindless murder in a "kill or be killed" environment (Sheff, 1993).

Desert Storm, America's 1991 war endeavor in the Mideast, was served up to children along with their evening dinner. For the first time in the United States children saw women in combat positions and watched news reporters deliver live telecasts via satellite as scud missiles exploded in the background. War and destruction again appeared sanitized like fictionalized television programs and most of the time only the "evil villains" perished. The war was over quickly and the troops returned home to parades and feverish displays of patriotism before summer.

For these reasons many children do not understand the full implications of war. Hennen and Stanton (1977, p.66) state:

The reasons for children associating war with fun are all around us: movies, television programs, comic books, books in which war is glorified, toys of war, and the presence of the military in almost any festival parade. The media present war in such a way that the child can identify with the victor, the aggressor, or the hero. Scant recognition is allowed for the pain and suffering inflicted on the victims of war.

This view, Hennen and Stanton claim, needs to be counterweighted with realistic fiction about war. Literature must be provided in order that children may become constructive rather than destructive decision-makers and experience the interconnectedness of a global society.

STATEMENT OF PROBLEM

If children read quality literature that exposes the ugliness, the human cost in pain and destruction of families, and the futility of war, will they experience a shift in attitudes toward war?

PURPOSE OF STUDY

In this study two groups of fifth grade students will be given an attitudinal survey to assess their attitudes toward war. Following the survey, one group will read and listen to several selections of recently published children's literature (see Appendices B and C for lists) that give a realistic, rather than a glamorized, view of war. Students in this experimental group will keep a journal as they read and include a response writing after they hear a story. At the end of the quarter, both groups will again complete the survey to analyze and compare changes in attitude.

SIGNIFICANCE OF THE PROBLEM

This study is of particular interest to intermediate teachers who are designing thematic units for social studies. The trend in literature based reading and social studies in elementary schools is to look at themes that repeat themselves in history and explore these through the use of high quality children's literature. The literature selected for this study provides teachers with some direction for these units. Comments from students' journals that show literature affecting attitudinal shifts are also of interest to teachers as many Outcome Based Education (OBE) plans include sections on developing responsible members of the global society.

STATEMENT OF THE NULL HYPOTHESES

There will be no significant change in the attitudes toward war in fifth grade boys and girls after reading and listening to several selections of literature that deal with war. This will be measured by both an attitudinal survey and student writing.

LIMITATIONS AND ASSUMPTIONS OF STUDY

This study will be conducted at Sandoz Elementary School with an equal number of boys and girls to balance any gender factors. Because war literature can be controversial, all student participants will be volunteers and must have parental permission (school policy).

It is assumed that equivalent groups can be obtained and that students in both the experimental group and the control group will respond honestly and candidly to the survey. It is further assumed that during the time of this study there will be no unusual or dramatic events in the world situation that would affect student attitudes toward war.

DEFINITIONS

Children's war literature includes children's literature displaying the theme and/or the influence of a war fought locally or worldwide in the past, present, or future (Verhoek, 1990).

Recently published children's literature refers to literature that has been published since 1980. Books that were published earlier than 1980 in other languages but translated into English and released after 1980 will be included.

Literature used in this study has been selected by the researcher based on copyright date, perspective of protagonist, quality of work, and responsible treatment of topic. Care was taken to include literature that covers a wide range of reading levels and time periods. All books met the Millard School District's guidelines for literature (Appendix D).

Quality literature about war must be historically and factually correct; it must have well-developed characters; the plot must be logical; and the viewpoint must be balanced and it must not be a propaganda tool for or against a particular belief (Mitchell, 1985).

Attitudes are defined as a disposition to respond favorably or unfavorably to an object, person, institution, or event (Corsini, 1994).

Response writing is a two to four paragraph essay written by a student after listening to a piece of literature. It reflects the student's thoughts about the literature and any connections that are made to the student's own life or other works of literature or events. It is similar to journal writing but follows oral reading rather than independent reading.

FORMAT OF PAPER

Chapter Two is a review of the current literature and discusses how war has been viewed in children's literature in the past and the reasons for looking at children's literature, particularly historical fiction, to help students understand war. It also addresses the sources of violence surrounding children and how literature can provide a balance and create a more realistic view of war. Chapter Two also discusses Holocaust literature and literature pertaining to nuclear war.

Chapter Three describes the methodology used in this study. It also includes an analysis of the literature used in the study.

Chapter Four presents the statistical analysis of the data gathered as a result of this study and includes excerpts from student writings that reflect attitudinal change.

Chapter Five presents a discussion of the results of this study. Limitations of the study and recommendations for further research are discussed in this chapter.

CHAPTER TWO

REVIEW OF LITERATURE

If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with the children.

Mahatma Gandhi

Children have been valued as the life blood of society and our link to the future. From their observations of their elders and the world that surrounds them, children develop attitudes about the important issues of existence: love and family, integrity and responsibility, war and peace. Yet, as W.D. Ehrhart, educator, author, and lecturer on the Vietnam War laments:

. . . day after day and year after year, each new event [Grenada, Lebanon, Nicaragua] is like a slap in the face, a hard reminder that the present is nothing more than an extension of the past. Yet every time I step before an audience of young people, I am rudely reminded that each generation starts again...Each generation knows only what preceding generations are willing to teach (Ehrhart, 1988 p.26).

Though adults may view childhood as a time of innocence that needs to be protected from serious topics, war is clearly on children's minds. In researching the effects of the threat of nuclear war on children, Escalona found that children are able to handle a world that has an uncertain future but that "what impacts their development is their perception of adult's evasion of nuclear

warfare, of our hostility toward other countries, and of not even trying to combat evil whether large or small" (1982, p.607). She also comments that the values we try to instill in our children are contradicted by the reality that surrounds them. Children observe a world where a nation's survival is dependent on the size of its arsenal and where it seems nations are poised to attack and demolish each other at the least provocation.

During the early 1990's there have been no wars involving several nations at once, yet there continue to be many smaller scale civil wars. At a congressional hearing in 1990, Dr. Michael Toole from the International Health Programs office of the Centers for Disease Control testified that 13 to 15 million children were displaced from their homes by war. Many of these refugees end up living in the United States and attending our schools, creating according to Virginia Walters, yet another justification for the open discussion of war (1993).

Knowledge is power and for children in an uncertain world, information can empower them to deal with that world successfully (Walters, 1993). They must develop critical thinking skills to evaluate the information and images concerning war that bombard them. As Ehrhart states:

In the absence of such teaching, their knowledge of Vietnam, of history, of the the world they live in is largely determined by Sylvester Stallone's *Rambo* (1988, p.26).

Some may question whether elementary age children are too young for such serious discussion, yet Tolley in his study entitled Children and War: Political Socialization to International Conflict, found that political beliefs in general are formed early in life and often endure through adolescence, remaining important in later years.

Presumably, war-related attitudes begin to crystallize by age 7 and by 15 most adolescents express a fairly definite viewpoint about war and peace (Tolley, 1973, p.63).

He concludes that during their elementary years children learn what to believe before they know the facts. They learn the why during adolescence but their attitudes remain the same despite the additional information. Tephly agrees that young children (prekindergarten through first grade) are already aware of the existence of war and that even at that early age it would be beneficial to begin discussions that analyze the reasons for war and devalue war as a problem-solving technique (Tephly, 1985). Citing an earlier study by Escalona in 1965 where children age 4 and up were questioned about their future world, Tephly notes that 70% of the children mentioned war and nuclear weapons even though no mention of these possibilities were made by the researcher.

FACTORS INFLUENCING CHILDREN'S ATTITUDES TOWARD WAR

Parents and teachers are increasingly concerned with children's attitudes toward violence. In a recent editorial, Keith Geiger, President of the National Education Association, expressed concern over the constant barrage of violence children receive from television and video games, two sources where ways of settling problems without the use of weapons are rare. He observes that a young acquaintance of his doesn't seem to understand that violence isn't fun, doesn't empathize with people who are battered and beaten, and is not shocked when violence causes death (1994). Thomas J. Hennen concludes:

The media present war in such a way that the child can identify

with the victor, the aggressor, or the hero. The toys and military presence in parades bring to mind either play or festival occasions. Scant recognition is allowed for the pain and suffering inflicted on the victims of war (1977, p.66).

The United States involvement in the 1991 Persian Gulf War did little to alter children's perceptions. In a study conducted in 1991 with Midwestern children ages three to eleven, Professor Judith Myers-Walls found that while two-thirds mentioned people dying when talking about war in general, only 21% mentioned death when discussing the Persian Gulf War specifically (War isn't , 1991). Television coverage dwelled on the "surgical strikes" and left children with the impression that the war had been all rockets and no casualties (Walter, 1993). As Professor Carolyn Polese notes:

Compassion can be hard to hold onto when the deaths of children are reduced to "collateral damage" and images of Middle Eastern war victims flash in 38 second news bites across our television screens (1991, p. 42).

This lack of compassion or restraint is further born out in a study conducted by Pryor where 85% of the children surveyed agreed with the statement "Hussein is a madman who must be eliminated" (Pryor, 1992, p.13).

In a paper presented at the International Association for the Child's Right to Play Seminar, Joe L. Frost cited over 21 studies that link violence on television with violence among children and their increased tolerance to violent behaviors in others (1986). He further notes that in 1985 the rate of violence on television dramatically increased to about 40 acts of violence per hour in the ten most violent shows, up from eight acts of violence per hour two decades before. He went on to reveal that war cartoons, specifically created for children,

averaged 41 acts of violence with an attempted murder every two minutes. War cartoons also concern Nancy Carlsson-Paige and Diane Levin, who in their book Who's Calling the Shots?, state that war cartoons increased from 90 minutes per week in 1982 to 27 hours per week in 1988 (1990).

The message children receive from television and the film industry is clearly that "war is a natural and inevitable way to solve disputes predicated on the justifiable use of force" (Adams, 1986). Not only can children view violent acts of war on television, since the 1987 introduction of the interactive video-toy Captain Power, they can also participate in the killing while they watch television. Video games enable children to practice mindless acts of murder with games like Street Fighter 2 and Mortal Combat. "The values taught by Super Mario (one of the most popular video games) is kill or be killed," contends David Sheff, author of Game Over:How Nintendo Zapped an American Industry, Captured Your Dollars, and Enslaved Your Children ("Book's author," 1993, p.7).

The 1980's saw a change in the FCC regulations that subsequently allowed television programming to be directly linked to the development and marketing of toys. While war toys have been around for centuries (war toys have been found among the artifacts from the tombs of Ancient Egypt), they have changed in recent years. Today, GI Joe and Evil Mutant action figures are armed with weapons that can destroy the planet, and their exploits are modeled in both film and television for children to imitate. According to Carlsson-Paige and Levin, the war toy characters are either all good or all bad and they have no lives outside of fighting. Strength, power, and bravery are the most valued traits. The "bad guys" are dehumanized and sexual and racial stereotypes

abound. The basic plot always centers on combat where, despite the "ruthless efforts of the 'bad guys,' the 'good guys' always win in the end" (Carlsson-Paige, Levin, 1990, p.93). Sale of war toys increased by 500% between 1985 and 1989. As Joe Frost states:

In this nuclear age, with an increasing number of nations possessing the means to initiate a nuclear holocaust, the issue of toys, television and children may seem remote and simplistic compared to the profound issues of war and peace. But such a view is deceptive indeed, for the world's future is our children. Each successive generation decides how to control the terrifying forces of Armageddon, and considers the issue will it be peace or will it be war? Each generation passes the torch of culture, morality and intellect to the next, teaching them to embrace or deny war or peace (1986, p. 14).

WAR IN CHILDREN'S LITERATURE

Children's books are cultural artifacts reflective of the times in which they were written (Smith and Kerrigan, 1985). The attitudes of society are reflected in the literature created for children and until the late 1950's that sentiment was one of simplistic patriotism (MacCann, 1982).

Though children's literature during the post-Civil War era stressed reconciliation and paid homage to the reasonableness of both sides, after 1898 the Theodore Roosevelt view of war as a "great adventure" was dominant in children's books. As Peter A. Soderbergh remarked:

It is no exaggeration to say that by 1918, the cheery adolescent of 1895 had been transformed by the writers into a war-crazed instrument of national policy (MacCann, 1982, p.18).

Authors who promoted this viewpoint included: George Henty who covered "all wars, great and little since 1688;" Percy Keese Fitzhugh, author of the Tom Slade series whose books demonstrated Boy Scout training often saving the day while also portraying the Huns as "loathsome with murderous dispositions who regularly bombed hospitals;" and Edward Stratemeyer, author of over 700 titles and in whose books protagonists had "become wholesale slaughterers" by the end of World War I (MacCann, 1982).

Children's literature during and after World War I remained extremely nationalistic, with a romantic cloak thrown around the heroic soldiers. With the advent of World War II, Germans were again reviled in most pulp novels for children and adults, but some of the more brutal attributes were settled on the Japanese (MacCann, 1982). In a 1944 issue of Horn Book, an ad for the picture book Corporal Crow offered this thinly disguised political statement in the plot summary, "Soldier Crow saves the farmer's corn from Japanese Beetles and is promoted." Other ads for books with war themes included descriptors such as "fine romantic story about the marines," "heroes of the air," "inspiring courageous children," and "brimming with adventure and suspense" (Horn Book, 1943).

There were, however, a few exceptions to this "glory of war" frenzy. Esther Forbes, in her Newbery award winning book Johnny Tremain published in 1943, tried to show readers that "No matter how much external things change, the human emotions do not seem to change much." (Forbes, 1944, p.261) By placing the setting of her book in occupied Boston during this country's Revolution, she tried to help children see the parallels between the

British in Boston and the Nazis in occupied Europe. She also tried to not mask the pain and hardship created by war. Realizing that many of her readers had or would soon experience the pain and grief of losing a brother in combat, she allowed Johnny to lose his surrogate "big brother" and mentor Rab in the opening skirmishes on Lexington Common (Forbes, 1944). Forbes' novel illustrates how childhood is shortened in times of war when Johnny responds that a boy of 16 is "A boy in time of peace and a man in time of war" (Taxel, 1984).

Recent years have continued to see children's books published about war. Since the Bicentennial, a growing number of books on various wars throughout history have been published. These works show a new realism, that includes criticism of both sides, and portrays war as generally futile (Landers, 1980).

There are some significant gaps and biases, however. The Civil War is an area that is often covered with a definite slant. Most children's novels are decidedly pro-Union, portraying Northern soldiers as saviors of the slaves while representing the Southerners as having few redeeming virtues (Walters, 1993). Notable exceptions to this viewpoint include Shades of Gray by Carolyn Reeder, and Patricia Beatty's Turn Homeward Hannalee and Be Ever Hopeful Hannalee, books that feature plots from a Confederate perspective.

Another area where an unrealistic perception of war may be presented is literature concerning World War II. This area of children's literature deals with the war on the European front, ignoring the nuclear attacks of the Pacific war. Notable exceptions of this include My Hiroshima by Morimoto, Hiroshima No Pika by Maruki, and several books about Sadako Sasaki and her attempt to

make a thousand paper cranes to help combat the devastating effects of leukemia caused by the nuclear fallout.

The two wars since World War II, Vietnam and Korea, have been slowly finding mention in children's books. The few books concerning the Vietnam War that have been published deal predominately with the aftermath of that war, notably Park's Quest by Paterson, The Purple Heart by Talbert, and December Stillness by Hahn (Walters, 1993). In Harry Eiss' extensive bibliography of war literature (1989), only three novels about the Vietnam War for elementary children are listed: Crane's A Boat to Nowhere, Dunn's A Man in the Box, and a semi-autobiographical work by Nhuong entitled The Land I Lost: Adventures of a Boy in Vietnam.

Like Vietnam, the Korean War has not been the subject of many children's books. In 1967 Pearl Buck published Mathew, Mark, Luke and John, a simplistic look at four illegitimate Korean-born boys of American fathers. According to Eiss, this book romanticized the horror of war and did little to increase understanding (1989). Only two other Korean War novels could be located in major war bibliographies: Watkin's So Far From Bamboo Grove, and The Year of Impossible Goodbyes by Choi. Both books focus predominately on the final days of World War II and two family's attempts to flee south ahead of the Korean Communist Army.

Most picture books for young children that deal with war are attempts at allegory or parable (Rudman, 1976). The Caldecott winner Drummer Hoff by Barbara Emberley and illustrated by Ed Emberley is a classic example of this type of story. While Drummer Hoff is the "lucky" soldier who gets to fire off the cannon, a closer look shows a soldier with a wooden leg, another with only one

eye, and the final page shows only the cannon remaining on the deserted field. Other allegories for children include Potatoes, Potatoes by Anita Lobel, a story of two brothers who go to war on opposite sides, and their mother whose tears soften the hearts of all the soldiers when the war crashes onto her farmstead; and The Duck in the Gun by Joyce Cowley, a story about an army poised to invade a town when they discover a duck has built its nest in their only gun.

Realistic picture books that deal with specific wars have also been slow to find their way into the children's collection. With the exception of Benchley's Sam the Minuteman and Baker's The Pig War, both published in 1969, most authors limited their realistic "war stories" to the fighting between children in books like Bonsall's Mine's the Best, or Zolotow's The Hating Book. In 1980 the controversial Hiroshima No Pika by Toshi Maruki was published and by the late 1980's many more realistic picture books dealing with specific wars came on the market. Many of these are used in this study and are discussed in more detail in Chapter Three.

ATTITUDES AND CHILDREN'S LITERATURE

While a number of studies have been done on the effect of reading children's literature on attitude, none has dealt specifically with the topic of war. Linda and Gary Berg-Cross researched the effect of listening to stories on young children's social attitudes. Their study involves 120 middle-class children from four to six years-old who listened to books (My Grandson Lew, Giving Tree, William's Doll, and Bread and Jam for Frances) that expressed social values. The children were given both a pretest and a posttest to

determine whether their attitudes had changed. The researchers found that there had been a significant change in attitude (Berg-Cross, 1978).

In a study of a different attitude, Bruce Gutknecht considered whether exposure to books that depicted the elderly in a positive manner would affect children's perceptions of the aged. He found there was a significant difference between the experimental and control group's attitude toward the elderly following the treatment as measured by a pretest and a posttest inventory. He also found that exposure to larger numbers of stories did not increase the positive attitudes of students more than exposure to fewer stories (Gutknecht, 1990).

Salend and Moe were concerned with nonhandicapped students' attitudes toward their handicapped peers. Their study divided 240 non-handicapped fourth-, fifth-, and sixth-graders into three groups: a control group, a group that was exposed to books that promoted positive views of handicapped children, and a group that was exposed to the same books but that also participated in supplementary activities. They found little change in attitude in the control group or the group that only listened to the books. There was significant change in attitude, however, in the group that listened to books and participated in follow-up activities (Salend and Moe, 1983).

Attitude change following exposure to stories about women in nontraditional occupations was the emphasis of a 1978 study by Ashby and Wittmaier. These researchers found a significant change in attitude as measured by posttests that included a picture-choice test, two adjective checklists and two job checklists after fourth-grade girls listened to two stories. Girls exposed to nontraditional stories selected more nontraditional pictures,

jobs, and adjectives than girls in the traditional occupation story group (Ashby and Wittmaier, 1978).

Despite the absence of attitudinal studies on the effect of war literature, the topic of war in children's literature has been widely discussed by a number of authors, critics and educators. There have been several comprehensive bibliographies produced, the most thorough of which include: Literature for Young People on War and Peace compiled by Harry Eiss (1989), and War & Peace Literature for Children and Young Adults, a Resource Guide to Significant Issues by Virginia A. Walter (1993). The bibliography by Eiss contains annotations that evaluate how effectively war is presented. The annotations by Walters are written to help teachers and librarians integrate books that deal with war into the social studies curriculum in literature based classrooms.

As the United States celebrated its Bicentennial, many libraries compiled extensive bibliographies of Revolutionary War literature for children. One of the more extensive works was compiled by Margaret Coughlan at the Library of Congress. Her work entitled Creating Independence, 1763-1789: A Selected Annotated Bibliography, is divided into ten subject areas and includes both fiction and non-fiction books, omitting textbooks (Coughlan, 1972). A similar bibliography was created by Marion Parker for the Newburgh Free Library and includes annotations for over 300 works for children (Parker, 1975).

Faye Landers completed two rather thorough studies of war literature for children and adolescents, but as she noted these lists must be constantly updated to include more recent publications (1981). Current bibliographies on war can be found in many periodicals that review or discuss children's

literature. Some topical bibliographies on specific wars can be found in Book Links, School Library Journal, the U*N*A*B*A*S*H*E*D Librarian, and Horn Book.

The importance of exposing children to realistic rather than glorified accounts of war is underscored by Carolyn Kingston when she states:

Today war comes closer to the children of the world than ever before, often making them active participants in both the battle and the aftermath of war. . . . It is, therefore, appropriate that war and the problems it presents appear in their literature . . ." (1974, p.94).

Children need exposure to literature about war to broaden their understanding beyond what they receive from the news media. Tolley cites a British study by Himmelweit in 1958 which concluded that children who had no direct experience with war showed little compassion for its victims when shown news footage or documentaries, but "when the media depicts an identifiable situation, fictional or real, children demonstrate real concern" (Tolley, 1973).

Literature allows children to see the world differently and to help them understand their responsibility if that world is to endure.

Children in their formative years, however, are developing attitudes which they will carry with them as adults. In a free society they should be allowed to come in contact with material which can help them make rational decisions. If war is glorified and disconnected from the death and destruction it causes, then it may be too easily chosen; but if war is portrayed realistically with all its attendant evils, perhaps it will be more actively avoided and chosen only then with the full realization of its meaning (Hennen and Stanton, 1977, p.66-67).

For children who have direct experience with war like the many refugees who come to the United States, war literature can help them cope with the horrors they have witnessed. For children who do not have this direct experience, literature shows them the human dimension of war and may help both groups find the necessary tools for peace (Walters, 1993).

United States history is most often organized around wars and the causes and results from that conflict. According to Shelley Berman, this creates a "hidden message . . . that war is a logical and natural outcome of disputes" (1983, p.503). Most textbooks make war seem normal and inevitable, they glorify national war heroes, and portray the United States "in its most favorable light" (Tolley, 1973). Quality war literature avoids this pitfall, yet "doesn't make us more militaristic or pacifist. Rather it helps refine the reader . . . broadening our view" (Adams, 1986, p.306). Literature helps children probe what it is to be human and helps them consider the basic reasons for disagreement among peoples: prejudice, greed, and intolerance (Cline, 1985).

Though books that deal with war often contain tragedy, the books used in this study do not try to ignore these dark moments but show how other children faced the pain and suffering that war brought to their lives. This honesty helps children face those dark moments in their own lives. As Katherine Paterson wrote, " We can't protect our children from pain, grief and horror of the real world because it's too much with us . . . there's no vaccine against it and all children will experience it sometime" (Paterson, 1986). While reading war literature may not always be a pleasurable experience, it can "touch us and leave us forever changed" (Walters, 1993).

THE HOLOCAUST IN CHILDREN'S LITERATURE

Most war fiction can also be categorized as survival fiction. This is a very important and popular theme for children's books because they not only experience a vicarious adventure, children also feel empowered by others like themselves who have overcome obstacles and dangerous situations. In most stories of this type the young protagonists are survivors who often show courage, faith, hope, intelligence, endurance, and persistence. MacCann, in her essay on militarism in children's books, warns that the growth and endurance that many of these protagonists show may add to the glamor of war and that caution should be shown so that the whole war experience isn't trivialized as a "character building event" (MacCann, 1982).

Many books have been written for children on Europe during the Second World War, yet Margaret Drew and Sharon Rivo urge librarians and those interested in children's literature to look at these books as a collection not as individual titles. In the introductory essay of their extensive bibliography and filmography of the Holocaust, they warn that the image of that war tends to be romantic and distorted. They further contend that most of the Holocaust literature glosses over the treatment of the Jews and focuses instead on stories of the Resistance. While that creates heroic characters and exciting reading, it does not reflect reality as the members of the Resistance made up only a small percentage of the population (Drew and Rivo, 1978).

Likening children's books on the Holocaust to the pattern created in Dante's Inferno, Eric Kimmel places "the smoking chimneys of Birkenau at the center with the lesser hells ringed around it in ascending order" (Kimmel, 1977,

p.85). The outermost ring, according to Kimmel, is where the books about the Resistance reside. In this ring, Jews, represented as passive victims, are often saved by the heroic actions of Gentiles. These are basically optimistic books where mention of the death camps and atrocities are vague rumors and the characters seem unaware of the depth of the evil that is abroad. Benchley's book, Bright Candles, would be representative of this ring of literature.

Books from the next ring down also reflect a reluctance to convey the somber reality of the Holocaust. These works could be grouped as Refugee novels and are often autobiographical. Characters often experience sudden changes in their surroundings and must cope with the loss of freedom, dependence, separation and often poverty. These works show families that flee to neutral or Allied countries ahead of German forces either because of their Jewish ancestry or because of the oppression like Kerr's When Hitler Stole Pink Rabbit or Little's From Anna.

Kimmel's next ring of Holocaust literature could be called Occupation novels and have protagonists that are trying to survive any way they can. Some of the protagonists are in hiding like Anne in Anne Frank : The Diary of a Young Girl, while others like Richter's Friederich may have a German protagonist helplessly watching as his Jewish friend suffers at the hands of the Nazis. These books tend to be more character studies than exciting survival stories and reveal individuals living under tremendous pressure.

Heroic novels form the next ring down on Kimmel's spiral. These show two types of Jewish resistance, "One is to take up gun and grenade and physically fight back. Another--equally heroic-- is to go on living with decency and hope in the face of a monstrous regime oozing death and corruption"

(Kimmel, 1977, p. 89). Fewer novels for children have been written on this level. Kimmel points out only three fiction titles, Uncle Misha's Partisans and On the Other Side of the Gate both by Yuri Suhl, and The Cigarette Sellers of Three Crosses Square by Joesph Ziemian. These books all show Jews trying to survive with dignity and compassion, fighting their oppressors with whatever tools are at hand.

The final ring brings the reader into the smoke and ashes of the Concentration Camps. Ernst Pawel contends that "unprecedented bestiality literally paralyzes the imagination" rendering authors unable to write about this experience, especially for children (Mersand and Pawel, 1969, p. 7). Kimmel agrees that few novels for children exist on this ring with the exception of Moskin's I Am Rosemarie (Kimmel, 1977). Drew and Rivo contend that Forman's The Survivor is a more powerful work, but that I Am Rosemarie allows the reader to understand the feeling of being caught in the horror of the camps (Drew and Rivo, 1978).

Though the heroic quality may most often occur in war/survival stories that deal with the Holocaust, yet one of the attractions of books about that tragedy is the range of human nature that is shown, from the depraved to the most noble (Posner, 1988). Santavana's warning "Those who cannot remember the past are condemned to repeat it" (Santavana, 1905 p.60) is most chilling when linked to the Holocaust. Children must understand this tragic time because as Barbara Rogasky stated in her book Smoke and Ashes: The Story of the Holocaust:

" . . . the signs are everywhere, all the time, that the seeds that gave birth to the Holocaust lie buried not so far from the surface" (1988, p. 178).

Frances Bradburn concurs and states that as the news of the genocide in Bosnia continues to flow out of that area of Europe, it would seem that mankind has yet to learn the lessons of the Holocaust (Bradburn, 1993). Only by exposing children to this travesty and fostering their empathy and compassion for those who suffered can we be sure this does not happen again. "There is more danger in ignorance or forgetfulness than in remembering" (Walters, 1993, p.14).

While it is important that children read books that deal honestly with war, care must be taken both to avoid overwhelming the reader emotionally and to encourage honest discussion of any concerns that may arise (Polese, 1991, Lander, 1980). There is no need for graphic descriptions of death in children's war literature, but it must be dealt with realistically and it must be clear that death is a real and likely outcome of war (Mitchell, 1985).

NUCLEAR WAR AND CHILDREN

Since 1945, nuclear warfare has been a reality for children and adults on this planet; yet, public concern seems to ebb and flow with the state of international politics. Following the Cuban Missile Crisis two psychologists, Sibylle Escalona and Milton Schwebel began studies to determine how the existence of nuclear bombs impacted children. Over 3,000 children ages ten to eighteen were given questionnaires that attempted to discover how worried children were about the bomb and whether that concern affected their vision of the future. Results showed that children were definitely fearful of the nuclear threat. When Escalona questioned 350 school-age children about what the

world would be like when they grew up, 70% of the children spontaneously mentioned the bomb (1982).

Fifteen years after Escalona and Schwebel's studies, the American Psychiatric Association became concerned about the psychological aspects of nuclear development on children. Two child psychiatrists, William Beardslee and John Mack, took part in the task force assigned to this project. Children from three cities, Boston, Baltimore, and Los Angeles, completed questionnaires to help researchers determine if children pay much attention to the arms race and if it affects their perception of their future. The study revealed 40% of the children were aware of nuclear development by age twelve and 50% of the children indicated that it affected their thoughts of the the future (Lenz, 1990). Robert Coles in his book, The Moral Life of Children, concurs that children do think about nuclear warfare but his discussions with children from all socioeconomic groups reveals that this concern is also an issue of class and that children from lower economic groups and minority groups express more concern with other issues of survival. Children from higher socioeconomic groups with parents who had obtained higher levels of education, showed far more concern about impending nuclear disaster (Coles, 1986).

Part of the difficulty obtaining accurate information regarding children's perceptions of nuclear war is due to the difficulty of interviewing them about abstract concepts (Wallinga, Boyd, Skeen and Paguio, 1991). This difficulty may also impact children's authors who may be trying to write about nuclear war. As stated earlier in this paper (p.20), most books for elementary children that touch on this subject are written as allegories. An outstanding, though controversial, example of this is The Butter Battle Book by Dr. Seuss, the story of

the Yooks, who live on one side of the wall and who eat their bread butter side up, and the Zooks who live on the other side of the wall and who eat their bread butter side down. Beginning with nothing more than simple sling shots, the Yooks and the Zooks escalate their "cold war" until a grandfather on each side of the wall stands with a bomb no bigger than a bean in his hand, a bomb that could destroy both groups. The story leaves the reader uncertain whether the Yooks or the Zooks will drop the "Bitsy Big-Boy Boomeroo."

Several books have been written for children that deal with the devastation of Hiroshima and Nagasaki by the atomic bomb. The story of Sadako Sasaki, who survived the initial blast of the bomb only to succumb to leukemia ten years later, is chronicled in several books, most notably in Eleanor Coerr's Sadako and the Thousand Paper Cranes and Karl Bruckner's The Day of the Bomb. Three books dealing with the bombing of Hiroshima, My Hiroshima, Hiroshima No Pika, and Sadako, were used in this study and will be discussed in Chapter 3 and are listed with annotations in Appendix C.

Although a number of books that deal with the aftermath of a nuclear attack have been written for adolescents, few have been written for elementary school children. Following the success of their young adult novel, Warday and the Journey Onward, authors Whitley Strieber and James Kunetka received many letters from children who were concerned about what would happen to the animals following a nuclear war. In response these authors created Wolf of Shadows, a novel that depicts a wolf pack and a woman and child who attach themselves to the pack in order to survive following a nuclear holocaust (Lenz, 1990). While too mature for young readers, Robert O'Brien's Z for Zachariah, Gloria Miklowitz' After the Bomb, and Gary Paulsen's Sentries all provide grim

pictures of "life" after nuclear destruction for middle and senior high school students (Lenz, 1990).

SUMMARY

Children are bombarded with war and violence by television, war toys and video games. Many studies have shown the effect this is having on their tendency toward violence. Researchers and writers agree that children need a more balanced view of war if they are to understand the terrible cost to humanity and have the knowledge to search for other alternatives. Literature can provide this human element and broaden children's understanding. In the past, children's literature has sometimes been used to instill a blind patriotic nationalism. In recent years, a new realism in children's war literature has emerged and books are being published that show that both sides of a war have good and bad people and that many innocent people suffer from war. Though no studies have been found that deal specifically with attitudes toward war, many studies have shown that children's literature does effect a change in attitudes. Adults may be reluctant to cover such a serious topic in depth, yet if students are going to make responsible choices about war in their future, they must have a chance to read and discuss this topic during their elementary school years when their attitudes toward war and peace are being formed.

CHAPTER THREE

DESIGN OF THE STUDY

PROCEDURES

This study is concerned with ascertaining the effects of reading children's war literature on the attitudes of fifth grade students towards war. In this chapter the procedures are described for selection of the test group and the control group, the development of the attitudinal survey, the administration of the pretest and posttest to both groups, the literature used in this study, the student journals and response writings, and the method by which the data was analyzed. This study was conducted from March 15 to May 17, 1994.

SELECTION OF SUBJECTS

The subjects who participated in this study were fifth grade students at Sandoz Elementary School in the Millard School District. Due to the serious nature of the topic and to comply with school district guidelines, participation in this study was voluntary. Both parents and students were informed of the study by letter and students were allowed to choose whether they would like to participate in this group or another literature discussion group that would be led by their classroom team teachers. Volunteers had to return a permission slip

signed by their parents in order to take part in the study. From the group of twenty-two volunteers, fourteen students were chosen by their teachers to be in the experimental group. Several students who volunteered to be in the experimental group had to be eliminated from the pool because they could not complete the writing element of the study. Fourteen other students from the two combined classrooms were chosen to be in the control group. (Students making up the control group did not need signed permission slips.) Care was taken to have an equal number of boys and girls in each group. During the course of the study, one of the experimental students had to drop out of the group due to a family emergency. A student of the same gender was eliminated from the control group and both of the students' pretests were removed from evaluation. Twenty-six students completed the study. All students in both groups were from the same two classes so that differences in teaching styles and experience with response writing and journal writing would not impact the study. The classroom teachers checked both groups to be certain that all levels of reading and writing ability were equally represented.

INSTRUMENTATION

No instrument that would measure elementary children's attitudes toward war could be located so one had to be designed by the researcher. The instrument used in Tolley's study (Tolley, 1973) was examined and several statements were modified for use in this study. Students in a sixth grade classroom at Sandoz were asked to write four statements concerning war, a belief statement, a feeling statement, and two evaluative statements using the

would/should style. These statements were used as a point of reference for both the semantics of the statements used and the approximate level of maturity of the students who would be completing the test.

A school psychologist from the Millard School District helped the researcher develop the fifteen statements that were used with a Likert scale. The instrument was then used with fourth and sixth grade students to determine its face validity. Care was taken to make certain the same number of each gender participated in the test and that equal numbers of low, medium and high ability reading groups were used. Following the experimental testing, each student was interviewed to check for understanding. Statements that were unclear were then revised. Four University of Nebraska at Omaha professors and several classroom teachers evaluated the instrument and revisions were made. Statements were randomly arranged and included both positive and negative statements to avoid response set.

Since participating in this kind of survey could be a new experience for some fifth graders, defining comments were included at both ends of the Likert scale for each statement. For example, following the statement "It would be exciting to fight in a war" the comment "would be exciting" appeared in parentheses beside the number one (strongly agree) and "not exciting" appeared in parentheses beside the number five (strongly disagree.) The survey instrument is located in Appendix A.

ADMINISTRATION OF THE PRETEST AND POSTTEST

Both groups received the same instructions from the researcher. The

directions were read aloud while the students followed along. A sample statement was placed on the overhead projector and was discussed. The first statement of the test was read aloud and each student answered it following an explanation of the possible responses. The students were then allowed to complete the test. No time restraints were put on the completion of the test. All tests were administered in the same room and the groups were undisturbed during the time of testing. Students were encouraged to respond honestly and were requested to use their class number instead of their names on the surveys. Both groups were assured that all responses would be confidential.

LITERATURE USED IN THIS STUDY

Literature used in this study displayed the theme or influence of a war fought locally or worldwide in the past, present or future. Literature selected for use in this study was chosen by the researcher based on the quality of the work and the responsible treatment of the topic as described in the definition section of Chapter One. All books listed in Appendix B were available for students to read. Since Lander's extensive bibliographies (1980 & 1981) of children's and adolescent's war literature featured books published prior to 1979, the researcher selected books that have been published since 1980.

While the researcher tried to choose books that covered a variety of time periods, the trends in publishing are reflected in the selection. In April 1993, on the fiftieth anniversary of the Warsaw ghetto uprising, The United States Holocaust Memorial Museum opened its doors to honor the millions murdered by Nazis during World War II. Whether it was the anniversary of that tragic time

that stimulated an increase of writing or whether the anesthetizing effects of the passage of time have enabled writers to finally address this topic, most of the recent war literature is about World War II. Of the forty-one books used in this study, sixteen of them deal with the Holocaust and another eight are about World War II either on the homefront or in Japan.

If the researcher were to apply the pattern of rings Eric Kimmel (1977) used to classify the books used in this study, nine of the books could be classified as Resistance novels in the outermost ring of the "lesser hells." These books portray protagonists who help with the Underground Railroad (Who Comes With Cannons), lead Jewish children to safety (Number the Stars, Waiting for Anya, The Lily Cupboard), and try to help victims of war (Sheltering Rebecca, Stepping on the Cracks, The Illyrian Adventure, Rose Blanche, Faithful Elephants). While all of these books have much to say about war, they are exciting stories that may touch the emotions of the reader, but not plunge them into the fiery center of war.

While a number of the books used in this study deal with refugees in one way or another, only three of the books really deal with the flight of the protagonist and the difficulties faced by these refugees. Two of these novels, Kindertransport and Along the Tracks take place during World War II and one, Kiss the Dust, takes place in Iran and Iraq during 1984. Though they take place in far different locales, England, Russia, and Iran, each book reveals the sudden change in circumstances, the fear and loneliness, and the deprivation suffered by those forced to flee for their safety.

The next ring, referred to as Occupational novels show people in the midst of war doing their best to survive. The books in this study that can be

classified in this way may have a displaced protagonist, (Turn Homeward Hannalee, The Bracelet, Hide and Seek, and The Moon Bridge), or protagonists who survive as the battle rages around them (Sami and the Time of the Troubles, Katie's Trunk, Charley Skedaddle and The Number on My Grandfathers Arm). As was true in the earlier works described as Occupational novels, these books, especially the longer works, (Charley Skedaddle, The Moon Bridge, and Turn Homeward Hannalee), are more novels of character development than novels driven by plot.

The next ring of books is near the epicenter of the fire that is war and has courageous characters who take a heroic stance against their oppressors. Whether the protagonist actively participates in resistance (Jayhawker, Thunder Rolling in the Mountains) or faces their oppressor with dignity and strength (Shadow of the Wall, The Big Lie, David and Max, Let the Celebration Begin, Year of Impossible Goodbyes), these are stories that leave no illusions about war. These books make such strong statements it is difficult to draw a line between them and those that are in the lowest circle.

The final circle of war literature enters the very depths of hell. These books enter the concentration camps (The Devil's Arithmetic), the fires of Hiroshima (Hiroshima, No Pika, My Hiroshima), and the trenches of combat (No Hero for the Kaiser, Bull Run). Their's is an unflinching look into the depravity found in war. While these books may be painful to read, they strip away any notions of the glamor of war.

Several of the books used in this study did not fit into the categories specified by Kimmel. Four of the books deal more with the after-effects of war (The Wall, Sadako, The Purple Heart, and Shades of Gray) detailing how war

doesn't necessarily end when the battle is over or the treaty is signed. One book, The Bomb and the General , is purely allegorical and was used as an introduction to the final discussion following the posttest.

JOURNALS AND RESPONSE WRITING

Students in the experimental group were required to keep journals that reflected their independent reading. They were encouraged to make at least three entries each week that discussed their current reading. This group was also required to do response writings after listening to war literature. This writing was important for three reasons. First, the test instrument had not been widely field-tested so there was some uncertainty as to its reliability and the researcher believed the journals would provide further insight into any changes in attitude the students might show. Secondly, fifth grade students have not had much experience with surveys of this type and there was always the possibility they would accidentally respond in a way that did not accurately reflect their attitude. Finally, and perhaps most importantly, because of the serious nature of books with a war theme, students reactions needed to be monitored continually. Discussion of the books had to be limited in order to avoid experimenter bias, yet it would be irresponsible to expose students to such emotionally moving literature and not provide both an outlet for their feelings and a way of checking on their emotional well-being.

TREATMENT OF DATA

Raw scores were tabulated to determine the mean for both the pretest and posttest of the control group and the experimental group. Since some of the statements were stated in a negative voice, those ratings were reversed before the scores were tabulated. Data were treated for both analysis of variance and analysis of covariance as will be discussed in the next chapter. Analysis was completed for the surveys as a group and item by item. Data analysis was completed using the Statistical Package for Social Sciences (SPSS) computer program.

Student journals were also read and analyzed. Entries that would further delineate students change in attitude were noted and will be discussed in Chapter IV. Response writings were also analyzed for change in attitude and will be used to clarify the survey results of the experimental group.

CHAPTER FOUR

FINDINGS AND DISCUSSION

The purpose of this study was to measure the effects of reading war related literature on the attitudes of fifth grade students. A pretest was given to establish what their attitudes toward war were prior to reading the literature. During the next nine weeks the students in the experimental group read books about war independently, listened to stories that dealt with war, and kept a journal of their reactions. The students in the control group were not exposed to any of the literature. At the end of the quarter, a posttest was given to both groups. The data were then analyzed using an analysis of variance on each response and on the responses as a group to determine if there was a significant difference between the attitude of the experimental group after the exposure to war literature and the attitude of the control group toward war.

In compliance with school district policy, the experimental group had to be comprised of volunteers. No fifth grade student could be required to participate in this study. Since the experimental group was made up of volunteers it was decided to also run an analysis of covariance to determine whether or not variability due to pre-existing attitude differences had an effect on the outcome measures. As in the analysis of variance, the data were analyzed both item by item and as a group.

FINDINGS

The average mean score on the pretest (Table 1) for the experimental group was 3.775 and on the posttest (Table 2) was 4.077. The average mean score on the pretest for the control group was 3.332 and on the posttest was 3.390. The higher scores indicate a more negative attitude toward war. When the mean scores of the pretest were examined item by item, the experimental group had higher scores on all but four items. On the posttest, the experimental group scored higher on all items except the final statement "Our country should not have nuclear weapons."

When the pretest and posttest scores of the experimental group were examined item by item, ten posttest scores were higher, two remained the same and three were lower. Of the ten scores that were higher, three of the scores are markedly higher with an increase of over one point. Statements that show the marked increase were "I would be proud to be a soldier," "War terrifies me," and "I admire people who fight well." When examining the scores of the control group, seven posttest scores were higher than pretest scores, but never by more than .462 indicating only a slightly more negative attitude toward war.

Students in the experimental group showed the strongest negative attitude in their reactions to the statements "It would be exciting to fight in a war," "War and fighting are cool," "Only soldiers get hurt or die in a war," and "I would like to fight in a war." Their most moderate response was to the statement "Our country should not have nuclear weapons."

Table 1
Mean Scores on Survey Statements
Pretest

Statement	Experimental	Control
It would be exciting to fight in a war.	4.231	3.385
I would be afraid to have my parent go to war.	4.154	4.615
War solves problems that can't be solved any other way.	4.769	3.308
I would be proud to be a soldier.	2.538	2.769
I worry there will be nuclear war during my lifetime.	3.083	2.923
War and fighting are cool.	4.769	4.154
Only soldiers get hurt or die in war.	5.000	4.833
GI Joe or other fighting toys were fun to play with.	4.308	2.846
War terrifies me.	3.077	2.538
Video games are harmless and fun to play.	3.308	2.231
I admire people who fight well.	3.385	3.231
Only cowards would refuse to fight when their country is at war.	3.538	3.769
I would like to fight in a war.	4.231	3.692
I like TV shows and movies with action and fighting like with action and fighting like <u>The Terminator</u> .	3.231	2.462
Our country should not have nuclear weapons.	3.000	3.231
Average Mean Score	3.775	3.332

Table 2
Mean Scores on Survey Statements
Posttest

Statement	Experimental	Control
It would be exciting to fight in a war.	4.615	3.308
I would be afraid to have my parent go to war.	4.538	4.385
War solves problems that can't be solved any other way.	4.077	3.923
I would be proud to be a soldier.	3.615	2.615
I worry there will be a nuclear war during my lifetime.	3.769	3.231
War and fighting are cool.	4.769	4.308
Only soldiers get hurt or die in a war.	5.000	4.615
GI Joe or other fighting toys were fun to play with.	3.923	3.154
War terrifies me.	4.154	3.000
Video war games are harmless and fun to play.	3.385	2.538
I admire people who fight well.	4.385	2.769
Only cowards would refuse to fight when their country is at war.	4.077	4.000
I would like to fight in a war.	4.769	3.923
I like TV shows and movies with action and fighting like <u>The Terminator</u> .	3.769	2.462
Our country should not have nuclear weapons.	2.308	2.615
Average Mean Score	4.077	3.390

The analysis of variance was run on both the pretest (Table 3) and the posttest (Table 4). When the pretest scores were analyzed on each item in the analysis of variance, four items showed significance ($p < .05$). When the analysis of variance was run on the posttest scores item by item, seven items out of fifteen showed significance.

When the analysis of covariance was run item by item, four of the statements showed significant change in the posttest ($p < .05$) when adjusted for pretest differences between the groups. These statements are marked with an asterisk .

The analysis of variance showed that there was a significant difference in the posttest scores ($F = 6.302$, $p < .05$) of the two groups when analyzed as a total score. The analysis of covariance, however, showed no significant difference in the posttest total scores ($F = .887$, $p < .05$) of the two groups. Results of the analysis of variance and the analysis of covariance for the survey statements as a whole are shown in Table 5. Possible reasons for the difference in significance and excerpts from student journals that substantiate these findings will be discussed in the next section.

Table 3
Analysis of Variance
Pretest Scores

Statement	Significance of F (p)
It would be exciting to fight in a war.	.146
I would be afraid to have my parent go to war.	.336
War solves problems that can't be solved any other way.	.004*
I would be proud to be a soldier.	.621
I worry there will be a nuclear war during my lifetime.	.769
War and fighting are cool.	.142
Only soldiers get hurt or die in a war.	.136
GI Joe or other fighting toys were fun to play with.	.004*
War terrifies me.	.211
Video war games are harmless and fun to play.	.021*
I admire people who fight well.	.791
Only cowards would refuse to fight when their country is at war.	.623
I would like to fight in a war.	.293
I like TV shows and movies with action and fighting like <u>The Terminator</u> .	.023*
Our country should not have nuclear weapons.	.662

* indicates $p < .05$

Table 4
Analysis of Variance and Analysis of Covariance
Posttest Scores

Statement	Variance (p)	Covariance (p)
It would be exciting to fight in a war.	.010*	.042*
I would be afraid to have my parent go to war.	.721	.679
War solves problems that can't be solved any other way.	.670	.355
I would be proud to be a soldier.	.138	.050*
I worry there will be a nuclear war during my lifetime.	.313	.466
War and fighting are cool.	.261	.811
Only soldiers get hurt or die in war.	.043*	.252
GI Joe or other fighting toys were fun to play with.	.172	.495
War terrifies me.	.024*	.031*
Video war games are harmless and fun to play.	.042*	.294
I admire people who fight well.	.001*	.000*
Only cowards would refuse to fight when their country is at war.	.864	.670
I would like to fight in a war.	.038*	.059
I like TV shows and movies with action and fighting like <u>The Terminator</u> .	.023*	.078
Our country should not have nuclear weapons.	.538	.621

* indicates $p < .05$

Table 5
Analysis of Variance, Analysis of Covariance
Survey Statements as a Whole

Type of Analysis	F	Significance of F (p)
Analysis of Variance	6.302	.019*
Analysis of Covariance	0.887	.357

* indicates $p < .05$

DISCUSSION

The quantitative analysis of data reveal conflicting results. While the analysis of variance showed significance, when the posttest scores were adjusted for pretest differences in the analysis of covariance, no significance was shown. This study also incorporated qualitative analysis through the student journals and response writings, however, and comments from the students support the significance found in the analysis of variance on a number of the individual survey items.

Students were asked to share their thoughts and feelings about war and reflect on the books they were reading and hearing in their journals and response writings. They were not given the opportunity to edit their work and quotations used in this analysis reflect their errors in spelling, punctuation and grammar. In the next several pages of this study, the survey statements that student quotations support are underlined and discussed prior to the student quotations. The title of the book that stimulated the student response is included in parentheses whenever possible.

It would be exciting to fight in a war. I would like to fight in a war.

Response to the statement "It would be exciting to fight in a war" showed significance in both forms of analysis, but the statement "I would like to fight in a war" showed significance only in the analysis of variance. Nonetheless, student responses indicated they definitely disagreed with this statement.

*"Frankly I would rather die than go thru the pain and suffering."

(The Big Lie)

*"I have learned that people suffer through the war. I would not

want to be in a war."

"I couldn't have done it. I wouldn't have been able to stay alive like they did. I would have died of scaredness." (Shadow of the Wall)

"I have learned the sadness of death and killings. I would not want to be in their shoes. But it would be interesting to see how I would survive. I would try to get out if I were there I bet. But I hope I never have to."

"This book showed that war is not fun and games...and also that war can change a person." (The Purple Heart)

"I think it also helped him (Charley Skedaddle) realize that war is no fun." (Charley Skedaddle)

"All these books were good and made you think about how bad war is. I never thought about how war affected other people besides me, my family, and friends. I never really thought about the people who were hurt or killed."

I would be proud to be a soldier. I admire people who fight well.

The statements "I would be proud to be a soldier" and "I admire people who fight well" also reflected differing quantitative results but similar student responses. Students learned the danger in becoming a fighting hero.

"I learned that children like Charley Skedaddle were not familiar with the destructive and deadly power of war. They thought they would just go out and kill a few Rebels and then become heroes. They were dead wrong." (Charley Skedaddle)

"This book also showed that the purple heart is not a medal that people want to get. That wars can make people change in the mind." (The Purple Heart)

Students also explored the moral conundrum of heroism, soldiering, and what constitutes right and wrong, allies and enemies.

"I think the battle Charlie fought in taught him a valuable lesson. I think it also helped him realize that killing a man was not a good deed, but more of a sin." (Charley Skedaddle)

"I glad that Will finally figured out that there were good people fighting for both sides during the Civil War and that people should only do what they believe is wright." (Shades of Gray)

"And they have people that are good on both sides of the war not just your inamys."(Shades of Gray)

"This book was great because it showed how they survived and also why some people didn't go to war, like Uncle Jed." (Shades of Gray)

"I think it would take a lot of courage to not do something everyone else was doing. (referring to Uncle Jed not fighting in the Civil War) Especially if it meant losing all of your friends. I think he (Will) realized it takes courage not to fight in a war." (Shades of Gray)

"This book made me really think about my two grandpas. And about how proud I am to have not only one but two men in my family that really felt what Hitler was doing was so wrong they risked their lives to stop Hitler and the Nazis." (The Children We Remember)

"And it makes me wonder if my parents would of hid a jew and pretend it's there kid and hide the person. I mean would they and what would it be like?" (Number the Stars)

"I always thought that it was cool we wone the war (Persian Gulf War) but now I kind of wish the war never started. No one was thinking of the

animals that they would starve or all the people who were hurt or killed." (The Faithful Elephants)

Only soldiers get hurt and die. A recurring theme in many of the books is reflected in the statement "Only soldiers get hurt or die in war" and it brought the strongest response in student journals even though it showed significance only in the analysis of variance.

"I never knew a war could starve people. I only thought (it) effected the soldiers being killed not the people who were trying to live normal lives even though a war is going on and they are killing people." (Along the Tracks)

"I learned that people in war not only die of gunshot wounds. People can die because of grief, like Will's mother, and people can die of diseases that spread all over like Will's sisters. War can cause death in so many ways." (Shades of Gray)

"Because what I used to think was that the only ones who died were the people that were killed right when the bomb hit or just a little bit after the bomb hit. But boy was I wrong!" (Sadako)

"This book made me think about how a lot of bad things that happen in wars don't even get recognized. Like what happened to those Japanese Americans I didn't even know (about) until I heard this book." (The Bracelet)

"I never realized how many people and animals are hurt by war. I always thought that only soldiers could be hurt. I guess I was wrong." (The Faithful Elephants)

War terrifies me. The purpose of this study was not to turn children into pacifists by bombarding them with the horrors of war. The students in the

experimental group did come to realize the seriousness of war as was reflected in both their quantitative and qualitative responses to the statement "War terrifies me."

"I think the books do a good job at explaining how evil and hatred can effect all humanity. Theys books teach us that wars only cause death and destruction. I think that the atomac bome should never have been made."
(Hiroshima, No Pika and My Hiroshima)

"A child has to act like an adult, be brave like an adult. Be strong like an Adult. And so do the adults even tho if I were an adult I would want to hide and cry and just be able to be scared." (Shadow of the Wall)

"Sometimes when I think of the things Hitler did I start crying and praying that nobody ever starts anything like Hitler did ever again." (Rose Blanche)

"I think every kid should go through this class and learn war isn't right and mabie there will be less war in the futcher. Just like it says in the script (Bull Run) No one wins a war except death itself."

Video war games are harmless and fun to play . I like TV shows and movies with action and fighting like The Terminator .

The analysis of variance showed significance in the statements "Video war games are harmless and fun to play" and "I like TV shows and movies with action and fighting like The Terminator " but that disappeared when the analysis of covariance was completed. Qualitative results did not support either analysis. Student responses did not relate directly to these statements. Several students did make reference to war not being "fun and games" but that is likely just a form of expression and may not refer to war play.

I worry there will be a nuclear war in my lifetime . While the studies of Escalona, Schwebel, Beardslee and Mack all showed students were quite fearful that a nuclear war would occur in their lifetime, the majority of students in this study did not seem greatly concerned. When responding to the statement "I worry there will be a nuclear war during my lifetime," 54% of the students in both groups indicated they were not worried, 27% said they were worried, and 19% were undecided. The only comment in their writing that reflected any thought about nuclear war came after listening to My Hiroshima and Hiroshima No Pika when several students indicated that no one should have atomic bombs. No comments were made in student writings that reflected fear of nuclear warfare. It would seem that if public concern ebbs and flows with international events, these students at this time are showing a definite ebb in their concern.

When the experimental group finished their posttests and handed in their journals, students were encouraged to reflect on their experience with this study. They were enthusiastic in their response to the reading. Several indicated that these were some of the "best books they'd ever read." The students appreciated the opportunity to read and reflect on such an important topic.

One of the students remarked that these books made her see more "Shades of Gray" and though she hated war more strongly than ever, she found herself marking "undecided" more often in the posttest than she had before. Several other students agreed that they had also modified their statements from a strongly held belief to "undecided." An analysis of their responses showed that 11% of the answers of the experimental group changed from a positive or

negative response to "undecided." This was most often the case when they responded to the statement "War solves problems that can't be solved any other way." During the discussion the students indicated this change was probably due to their reading about the Holocaust and their belief that Hitler had to be stopped by force.

SUMMARY

The purpose of this study was to determine whether reading children's war literature would affect the attitudes of fifth grade students towards war. The quantitative results are mixed. While the analysis of variance over the entire survey showed significance, when adjustments were made in the analysis of covariance, there appears to be no significance. Item by item analysis revealed that there is significant change in student response on seven of the statements in the analysis of variance. In the analysis of covariance, only four of the statements brought significant change in response.

Qualitative results more clearly supports the effect of using literature to impact student attitudes toward war. All of the students repeatedly mentioned the sadness caused by war. One student wrote "If we are going to say it is sad in every intery we mite as well get a stamp But the truth is it is vary sad." Students were confounded by the inhumanity brought about by war and astonished when they realized their government had been the one to drop the bomb on Hiroshima and send Japanese-Americans to internment camps. One student seemed to summarize the students reactions when he stated in his final entry "All war really is, is kill or be killed."

Many students expressed their gratitude at being involved in this study and reading books by authors who did not "think we were really little kids" and shield them from the truth. Two students collaborated on this statement which they asked to share with the group at the end of the study:

"Now we know what war is really about. We read books with vivid detail about this topic and now we know how terrible it is. We always think of war as something on the news and t.v. Well boy were we wrong! We never stop to think about the people who risk their lives for their country. We call them heroes...Even the bad guys have heroes, wars go both ways. Even though they have different opinions about things they are simply just people."

Chapter Five includes discussion and conclusions about this study and offers recommendations for areas of further research on this subject.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine whether there would be a significant change in attitudes toward war in fifth grade boys and girls after reading and listening to several selections of children's literature that deal with war.

An attitudinal survey used as a pretest was given to measure the attitudes of 26 fifth graders toward war. The students were divided into a control group and an experimental group. All participants were from the same two classrooms and the groups were composed of equal numbers of boys and girls.

The study lasted nine weeks during which time the experimental group read at least two books independently and listened to nine others. The students in the experimental group kept journals reflecting their thoughts and feelings about their independent reading and participated in response writing after listening to books. During this time the control group participated in a literature circle that examined alphabet books and did not read or discuss anything that dealt with the topic of war.

Upon completion of the study both the control group and the experimental group again took the attitudinal survey as a posttest. A mean score was determined and all data were analyzed using an analysis of

variance and an analysis of covariance. The analysis was run on the surveys as a whole and item by item.

The mean scores of the total survey indicated that the experimental group had a more negative attitude toward war on both the pretest and the posttest than the control group. The analysis of variance showed that the two groups were significantly different in their posttest scores ($P=.019$) but the analysis of covariance contradicted this finding ($P=.357$). When the data were analyzed item by item, seven items showed significance ($P < .05$) in the analysis of variance but only four items showed the same level of significance in the analysis of covariance.

Qualitative analysis of student writing from both the journals and response writings indicated that reading war books changed students' attitudes toward war.

CONCLUSIONS

On the basis of the data obtained in this study, some change in student attitude toward war occurred in the experimental group. The amount of change is, however, uncertain. All forms of analysis showed that students do not view war as exciting or heroic, but as a terrifying situation.

The significance of the covariant of the pretest is an artifact of the sampling procedure. The control group and the experimental group were not equivalent groups and this was probably due to the way the experimental group was selected. Volunteers had to be used for the experimental group to comply with school district guidelines and so it is likely these students were predisposed toward certain attitudes on war. While care was taken to balance

the groups by gender, classroom experience, and reading and writing ability, this did not guarantee equivalent groups.

It is possible the size of the sample could also have been a problem. The researcher anticipated there would be at least fifteen students in each group. Unfortunately, there was a smaller number of volunteers with signed parent permission slips than was needed to create a large pool from which to draw. This number dropped again several weeks into the study when one of the students from the experimental group had to drop out due to a death in the family. The smaller number of subjects in the sample makes it difficult to generalize the result to a larger population.

Student interest in this topic was unmistakeable. Though each student was required to read two books independently, the thirteen students in the experimental group read a total of 58 books during the nine week period. Only one student read the minimum number of books, while several of the others each read four to eight books. This reading was in addition to the students' normal reading assignments in language arts and social studies. Only two students had difficulty completing their journal writing on time each week. This commitment indicates to the researcher that students are anxious for an opportunity to read literature on this serious topic and grapple with their reactions toward war and war literature.

RECOMMENDATIONS

This study considered the change in attitude of fifth grade students toward war following exposure to quality children's literature on that topic. No

other research studies could be found that dealt with the impact of reading

stories about war on children's attitudes toward war. Most of the articles that have been written by librarians on war in children's literature have been in the form of annotated bibliographies. It would seem as a profession, librarians are more inclined to compile lists of information resources than research the impact these resources have on children. It is the hope of this researcher that others will continue this exploration with further research.

Further field-testing and refinement needs to be made on the survey instrument. This instrument needs to be further analyzed for validity to be certain that specific inferences can be made from the scores of this measure. Several of the survey items referred to war toys, films and television programs. Fifth grade students may not have developed the intellectual ability to interpolate their reading about war with their own war play experiences and attitudes.

Further studies should include randomized selection of the subjects in the sample. Other studies should also draw on a larger sample. This would allow the researcher to be certain the groups are equal initially so that results could be generalized to a larger population.

One of the students involved in this study reflected "So many thing cause war to happen like wanting to have power and be on top . . . it's all about winning." Unfortunately, the cost of winning in terms of human lives and the magnitude of destruction the technology of war can now cause must force humankind to shift the paradigm of power and winning. Children who have a realistic attitude toward war will be better able to ensure that shift occurs. Lucy

Dougall contends that war may become an obsolete concept.

As a result of redefining what it means to be human, we have moved beyond slavery. Now, having seen our earth from space and having experienced the interconnectedness of all humanity, we must move beyond war (Dougall, 1982, p. 387).

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APPENDICES

APPENDIX A ATTITUDE SURVEY

Number _____

Please put your number at the top. Do NOT put your name on this survey. All your answers will be kept confidential so please answer as honestly as you can.

Circle the number which most closely matches the way you feel.

1=strongly agree 2=agree 3=undecided 4=disagree 5=strongly disagree

- | | | | | | | | |
|--|----------------------------------|---|---|---|---|---|-----------------------------|
| 1. It would be exciting to fight in a war. | (would be
exciting) | 1 | 2 | 3 | 4 | 5 | (not
exciting) |
| 2. I would be afraid to have my parent go to war. | (afraid) | 1 | 2 | 3 | 4 | 5 | (unafraid) |
| 3. War solves problems that can't be solved any other way. | (solves
problems) | 1 | 2 | 3 | 4 | 5 | (doesn't
solve problem) |
| 4. I would be proud to be a soldier. | (proud) | 1 | 2 | 3 | 4 | 5 | (not
proud) |
| 5. I worry there will be nuclear war during my lifetime. | (worried) | 1 | 2 | 3 | 4 | 5 | (not
worried) |
| 6. War and fighting are cool. | (cool) | 1 | 2 | 3 | 4 | 5 | (not cool) |
| 7. Only soldiers get hurt or die in war. | (only soldiers) | 1 | 2 | 3 | 4 | 5 | (others get
hurt or die) |
| 8. GI Joe or other fighting toys were fun to play with. | (fun) | 1 | 2 | 3 | 4 | 5 | (not fun) |
| 9. War terrifies me. | (terrified) | 1 | 2 | 3 | 4 | 5 | (not
terrified) |
| 10. Video war games are harmless and fun to play. | (fun & harmless) | 1 | 2 | 3 | 4 | 5 | (not fun
& harmless) |
| 11. I admire people who fight well. | (admire) | 1 | 2 | 3 | 4 | 5 | (don't
admire) |
| 12. Only cowards would refuse to fight when their country is at war. | (cowards) | 1 | 2 | 3 | 4 | 5 | (not
cowards) |
| 13. I would like to fight in a war. | (would like
to fight) | 1 | 2 | 3 | 4 | 5 | (wouldn't
like to fight) |
| 14. I like TV shows and movies with action and fighting like "The Terminator." | (like) | 1 | 2 | 3 | 4 | 5 | (don't like) |
| 15. Our country should not have nuclear weapons. | (should have
nuclear weapons) | 1 | 2 | 3 | 4 | 5 | (shouldn't
have them) |

APPENDIX B

INDEPENDENT READING BOOK LIST

1. Alexander, L. (1986) The Illyrian Adventure. New York: E.P. Dutton.

On a visit to a remote European kingdom in 1872, a fearless sixteen-year-old orphan and her guardian research an ancient legend and become enmeshed in a dangerous rebellion.

2. Baylis-White, M. (1991) Sheltering Rebecca. New York: Lodestar Books.

In the days before the Second World War, twelve-year-old Sally becomes friends with Rebecca, a young Jewish refugee from Germany.

3. Beatty, P. (1987) Charley Skedaddle. New York: Morrow Junior.

During the Civil War, a twelve-year-old Bowery Boy from New York City joins the Union Army as a drummer, deserts during a battle in Virginia, and encounters a hostile old mountain woman.

4. Beatty, P. (1991) Jayhawker. New York: Morrow Junior Books.

In the early years of the Civil War, a teenage Kansas farm boy becomes a Jayhawker, an abolitionist raider freeing slaves from the neighboring state of Missouri.

5. Beatty, P. (1984) . Turn Homeward, Hannalee. New York: W. Morrow.

Twelve-year-old Hannalee Reed, forced to relocate in Indiana along with other Georgia millworkers during the Civil War, leaves her mother with a promise to return home as soon as the war ends.

6. Beatty, P. (1992). Who Comes With Cannons? New York: Morrow.

In 1861 twelve-year-old Truth, a Quaker girl from Indiana, is staying with relatives who run a North Carolina station of the Underground Railroad, when her world is changed by the beginning of the Civil War.

7. Bergman, T. (1991). Along the Tracks. Boston: Houghton Mifflin.

Recounts the adventures of a young Jewish boy who is driven from his home by the German invasion, becomes a refugee in the Soviet Union, is separated from his family, and undergoes many hardships before enjoying a normal home again.

8. Choi, S. (1991). Year of Impossible Goodbyes. Boston: Houghton Mifflin.

A young Korean girl survives the oppressive Japanese and Russian occupation of North Korea during the 1940's, to later escape to freedom in South Korea.

9. Climo, S. (1987). A Month of Seven Days. New York: Crowell.

When twelve-year-old Zoe's Georgia home is taken over by Union soldiers, she uses all her ingenuity to drive them away.

10. Dillon, E. (1992). Children of Bach. New York: Charles Scribner's Sons.

A Hungarian Jewish family of talented musicians escapes Nazi persecution during World War II.

11. Drucker, O. (1992). Kindertransport. New York: H. Holt.

The author describes the circumstances in Germany after Hitler came to power that led to the evacuation of many Jewish children to England and her experiences as a young girl in England during World War II.

12. Fleischman, P. (1993). Bull Run. New York: HarperCollins.

Northerners, Southerners, generals, and worried sisters describe the glory, the horror, the thrill, and the disillusionment of the first battle of the Civil War.

13. Frank, Rudolf. (1986). No Hero for the Kaiser. New York: Lothrop, Lee & Shepard Books.

Jan, a fourteen-year-old Polish boy whose town is invaded in World War I, joins a German troop and sees horror of battle.

14. Hahn, M.D. (1991). Stepping on the Cracks. New York: Clarion.

In 1944, while her brother is overseas fighting in World War II, eleven-year-old Margaret gets a new view of the school bully Gordy when she finds him hiding his worn brother, an army deserter, and decides to help him.

15. Laird, C. (1989). Shadow of the Wall. New York: Greenwillow.

Living with his mother and two sisters in the Warsaw Ghetto, Misha is befriended by the director of the orphanage, Dr. Korczak, and finds a purpose to his life when he joins a resistance organization.

16. Laird, E. (1991). Kiss the Dust. New York: Dutton Children's Books.

Her father's involvement with the Kurdish resistance movement in Iraq forces the thirteen-year-old Tara to flee with her family over the border into Iran, where they face an unknown future.

17. Leitner, I. (1992). The Big Lie: a True Story. New York: Scholastic.

The author describes her experiences as a survivor of the Nazi death camp at Auschwitz during World War II.

18. Lowry, L. (1989). Number the Stars. Boston: Houghton Mifflin.

In 1943, during the German occupation of Denmark, ten-year-old Annemarie learns how to be brave and courageous when she helps shelter her Jewish friend from the Nazis.

19. Morpurgo, M. (1990). Waiting for Anya. New York: Viking.

When Jo discovers that the Widow Horcada is hiding Jewish children in her mountain cottage near the French-Spanish border during World War II, he becomes involved in their destiny as well.

20. O'Dell, S. (1992). Thunder Rolling in the Mountains. Boston: Houghton Mifflin.

In the late nineteenth century, a young Nez Perce girl relates how her people were driven off their land by the U.S. Army and forced to retreat north until their eventual surrender.

21. Provost, G. (1988). David and Max. Philadelphia: Jewish Publication Center.

While spending the summer with his grandfather Max and helping him search for a friend believed to have perished in the Holocaust, twelve-year-old David discovers many things about Max's terrible years during World War II and subsequent family relationships.

22. Reeder, C. (1989). Shades of Gray. New York: MacMillan.

At the end of the Civil War, twelve-year-old Will, having lost all his immediate family, reluctantly leaves his city home to live in the Virginia countryside with his aunt and the uncle he considers a "traitor" because he refused to take part in the war.

23. Savin, M. (1992). The Moon Bridge. New York: Scholastic.

The friendship between San Francisco girls Mitzi Fujimoto and Ruthie Fox is changed when World War II begins and Mitzi and her family are forced to go into an internment camp.

24. Talbert, M. (1992). The Purple Heart. New York: Willa Perlman.

When his wounded father is sent home early from Vietnam, Luke finds it difficult to adjust to the troubled, emotionally shaken man who seems so unlike the fearless hero of his dreams.

25. Vos, I. (1991). Hide and Seek. Boston: Houghton Mifflin.

A young Jewish girl living in Holland tells of her experiences during the Nazi occupation, her years in hiding, and the aftershock when the war finally ends.

26. Yolen, J. (1988). The Devil's Arithmetic. New York: Viking Kestrel.

Hannah resents the traditions of her Jewish heritage until time travel places her in the middle of a small Jewish village in Nazi-occupied Poland.

APPENDIX C

ORAL READING LIST

1. Abells, C. (1986). The Children We Remember. New York: Greenwillow.

Text and photographs briefly describe the fate of Jewish children after the Nazis began to control their lives.

2. Ackerman, K. (1990) The Tin Heart. New York: Atheneum.

As the onset of the Civil War causes a rift between their fathers, Mahaley and Flora find a way to preserve their friendship.

3. Adler, D. (1987). The Number on My Grandfather's Arm. New York: UAHC Press.

A man tells his granddaugther how the number tatooed on his arm came to be there. Includes black and white photos of the children, Hitler, and Auschwitz.

4. Bunting, E. (1990). The Wall. New York: Clarion Books.

A boy and his father come from far away to visit the Vietnam Veterans Memorial in Washington and find the name of the boy's grandfather, who was killed in the conflict.

5. Coerr, E. (1993). Sadako. New York: Putnam.

Hospitalized with the dreaded atom bomb disease, leukemia, a child in Hiroshima races against time to fold one thousand paper cranes.

6. Eco, U. (1989). The Bomb and the General. New York: Harcourt Brace Jovanovich.

A bad general who wishes to start a war with atom bombs is foiled and reduced to the humiliating status of doorman, an occupation in which he can use his uniform with all the braid.

7. Heide, F. and Gilliland, J. (1992). Sami and the Time of the Troubles. New York: Clarion Books.

A ten-year-old Lebanese boy goes to school, helps his mother with chores, plays with his friends, and lives with his family in a basement shelter when bombings occur and fighting begins.

8. Innocenti, R. (1985). Rose Blanche. New York: Stewart, Tabori & Chang.

During World War II, a young German girl's curiosity leads her to discover something far more terrible than the day-to-day hardships and privations that she and her neighbors have experienced.

9. Maruki, T. (1980). Hiroshima No Pika. New York: Lothrop, Lee & Shepard Books.

A retelling of a mother's account of what happened to her family during the Flash that destroyed Hiroshima in 1945.

10. Morimoto, J. (1987). My Hiroshima. New York: Puffin.

The author recalls her happy childhood in Hiroshima, abruptly halted on August 6, 1945, when her known world was destroyed by an atomic bomb.

11. Oppenheim, S. (1992). The Lily Cupboard. New York: Harper.

Miriam, a young Jewish girl, is forced to leave her parents and hide with strangers in the country during the German occupation of Holland.

12. Tsuchiya, Y. (1988). Faithful Elephants. Boston: Houghton Mifflin Company.

Recounts how three elephants in a Tokyo zoo were put to death because of the war, focusing on the pain shared by the elephants and the keepers who must starve them.

13. Turner, A. (1992). Katie's Trunk. New York: Macmillan.

Katie, whose family is not sympathetic to the rebel soldiers during the Revolution, hides in a trunk during an invasion.

14. Uchida, Y. (1993). The Bracelet. New York: Philomel.

Emi, a Japanese American in the second grade, is sent with her family to an internment camp during World War II, but the loss of the bracelet her best friend has given her proves that she does not need a physical reminder of that friendship.

15. Wild, M. (1991). Let the Celebrations Begin!. New York: Orchard.

A child, who remembers life at home before life in a concentration camp, makes toys with the women to give to the other children at the very special party they are going to have when the soldiers arrive to liberate the camp.

APPENDIX D
MILLARD LITERATURE GUIDELINES

PROFESSIONAL GUIDELINES FOR LITERATURE SELECTION



The Millard School District is using more literature than ever before at all grade levels. It is important that required reading or listening from a closed list of literature be reviewed before use. It is hope that this form will be helpful in guiding teachers/teams/buildings in the literature selection procedure. If a book is used, the completed form should be on file in your building to show that all aspects of the book were considered during its selection.

Reviewed by _____

Title _____

Author _____

Copyright Date _____ Genre _____

Appropriate For: ____ Primary ____ Intermediate

Unit of Study _____

Why will this piece of literature be valuable to students? (Check the items that caused you to choose this book for your students.)

- _____ 1. Appropriate and relevant to specific student audience – (Fits students' capacities to comprehend and respond intellectually and emotionally.)
- _____ 2. Evidences excellence in literary quality (Consider literary conventions of plot, setting, characterization, theme, style, etc.)
- _____ 3. Exhibits distinctive features of the particular genre
- _____ 4. Evidences excellence in graphic arts (if appropriate)
- _____ 5. Legitimacy and treatment of subject matter – (Consider the author's information, perspective, vision and sensitivity in the treatment of the topic.)
- _____ 6. Invites thought and reflection
- _____ 7. Invites discussion
- _____ 8. Encourages connections with other pieces of literature and with content areas
- _____ 9. Is relevant/provides a link with life
- _____ 10. Explores universal truths, contemporary social or multi-cultural issues with honesty and integrity